

Lesson Plan: Day 3 Colorado River to San Gabriel Mission

I. Concepts:

Colonizers were Spanish soldiers, farmers, their wives and children. These people were a mix of races who had been born in New Spain and absorbed some of the Native American culture. The organization of this large group was like moving a city every day. Students will design a timeline. Students will also describe what they would need to bring on their expedition to San Francisco and what they would want to bring. Finally, students will conduct a practice trek for their expedition.

II. Preparation:

- Design timeline
- Prepare for the sample lesson of the Trek
- Approximate time for lesson: 1 hour, 30 minutes

III. Classroom Activities:

- Teacher explains timeline (see example in “Extras ”)
- Students complete journal page, *Where did my ancestors come from?* while teacher leads a discussion about events that happened from Columbus to 1776
- Class reads “Daily Travel ” together
- Teacher and students read the Day 3 Summary
- Teacher directs reading of journal page on provisions
- Teacher shares brief list of things that were taken on the trek
- Students decide if they wish to take anything else and make list in journal
- If time allows, teacher gives example of how tomorrow ’s trek will work. Otherwise, do example at the beginning of Lesson 5

Notes:

You may wish to share pictures of cattle, mules, horses, etc.

You may wish to make a large chart listing major items taken on the trek rather than use the list. A story about early colonization of northern New Spain is included for use as a separate reading assignment or to be shared at this time. It uses a family tree as an explanation of times and conditions.

Timeline Worksheet (with Answers)

A timeline is an important instrument to explain history in context to the times. If you are using a timeline throughout the year you can simply add any dates that do not appear on the worksheet. If this is the first time a timeline is introduced to the class you may wish to expand it at a later date with other topics.

Where did my ancestors come from?

10,000 years ago humans arrived on the continents of North and South America. These people developed many different cultures according to their environment. Today we call them the Native Americans.

In 1492 Columbus arrived on the outer islands of the mid-Atlantic coast of this continent and claimed the land for the Crown of Spain. A few years later in 1520, Cortez brought a small Spanish army to Mexico City and colonized that area. He brought the Spanish way of doing things. The Native Americans were to speak Spanish, eat Spanish, dress Spanish, and learn the Spanish religion. The Spanish way of doing this was to bring Catholic missionaries, soldiers, and farmers from Spain. The Spanish moved north and south from Mexico City and by 1769 they were ready to colonize Alta California.

By this time, most of the Spanish people in New Spain had been born in the New World. Most of the people thought of themselves as Spanish, but many of these people had Native American, or African ancestors. In 1773, Anza received permission from the Viceroy to explore a new overland route to California. In 1775, 240 of these Spanish people from the Sonora and Sinaloa area of New Spain went with Captain Anza to Alta California where they would live and make a new life for themselves.

Note :

Other important dates:

1810 Start of the Mexican Revolution

1821 Independence from Spain

1846 Fremont brings American troops to California

1848 Mexico signs Treaty of Guadalupe giving Alta California to the United States

Sept.9, 1850 California becomes the 31st state in the Union.²⁷

Journal Page

Daily Travel:

Each day we follow a routine while we are traveling. First we get up and dress. Then we go to Mass. After Mass we eat our breakfast of atole (gruel of ground corn) and chocolate. Our tent and provisions must be packed on the mules, but of course the muleteers must be able to gather the mules first. Many nights the mules have strayed while grazing and they must be led back to the campsite. If all is ready the commander tells us to start. Some of us walk instead of riding on horseback. If the weather has been cold it feels better to walk anyway.

As we start along we all sing the "Alabado." We have brought along snacks to eat if we get hungry. We will not stop to eat until we reach this night's new campsite. The new site should have good water and grass for the animals to graze on. Once a good place has been found the mules and horses must be unpacked and the tents set up. Dinner is prepared for we are all hungry. If no meat has been found to shoot along the trail we may kill one of the beef cattle for dinner to put in our sopa (a stew of beans and meat) which we eat with tortillas. If it has been a short travel day Father Font may play his instrument for us to enjoy. Usually we are so tired at the end of the day that after dinner we go right to bed.

Some days if water was scarce we will travel hard all day and then the next morning we will hurry to the next good waterhole. Capt. Anza will then let us stop early so we can rest.

The next day will be like before. There will be new sights to see and new problems to solve during the many leagues we travel. Then we will do it all again until we finally get to Monterey.²⁸

Journal Page

Provisions:

There will be many provisions taken by mule packs for everyone. Here is a list of some of those items. Read them over and then list things that you will need to take for yourself. Remember, everything you take you must carry yourself, unless you have a mule of your own. Next, think of some things that you may not need but would like to have with you. Maybe, these are things that would remind you of your home back in Mexico.

Items packed for everyone's use: ten tents, blankets, pinole (corn-meal), beans, chiles, barley, chocolate, brandy, jerked beef, shoe iron (for horse shoes), tools to work on trails and to dig for water, ammunition, guns, knives, beads and tobacco for gifts to natives, pots to cook with, extra clothes, medicines.

Items you will have to bring along :

Items you would like to bring along :

*Items teacher might suggest: family religious items, extra pots and pans, lace head covering, handmade belt, etc..*²⁹

Excerpts from a list of items requested by Anza for the 1775 –1776 Trek to Alta California:

Clothing for men: capes, blankets, huaraches (sandals), boots, hats

Clothing for women: chemises (blouses), petticoats, jackets, rebozos (shawls), ribbons

Clothing for children: material for mothers to make into items needed, hats, shoes, ribbons, blankets (fine and coarse)

Arms: carbines, gun cases, swords, lances, leather jackets (seven layers thick, these *cueras* were worn like armor), shoulder belts, cartridge boxes

Mounts: two per recruit, saddles, spurs, bridles, saddle bags, mares for women

Supplies for trek from Alamos to Tubac: three food portions per family each day, 20 mules, 20 pack saddles, 30 portmanteaus (packs for mules)

Salaries for three months in advance: regular soldier at one *peso* a day

Outfitted at Tubac: One banner with “Royal Arms,” eleven tents, hand axes, hoes, spades, crowbar, powder flasks with primers, cartridge boxes with balls, iron frying pans, copper kettles, chocolate pots, box of iron for horseshoes and nails, tools for shoeing horses, two blank books for record keeping, sacks and ropes, 140 skin bags

Cattle and food: 100 beef cattle, 30 loads of flour for tortillas, 60 bushels of pinole (corn-meal), 60 bushels of beans, six boxes of common chocolate, two *tierces* of white sugar, soap, three barrels of brandy. Extra items for commander and priests

Pack Train: 132 mules, 100 pack saddles, 20 muleteers

For Alta California: 200 head of cattle, six Indian vaqueros

Gifts for Indians: six boxes of beads (no black, mostly red), a fine set of soldier’s uniform for Chief Palma, two bales of tobacco

Notes:

Anza asked for these items; however, he may not have received them all. He was also hindered by Apache raids on horses and cattle shortly before the trek began. Anza’s requests for clothing and money in advance of the trek helped to entice recruits. Families could take other items as long as they had a way to carry them. Families would have wanted to take any religious items they owned. Cattle on the hoof was to be used for food along the way. If cattle died the meat was jerked if possible to carry along. The cattle brought for Alta California was an important addition to the economy of the new colony.

A Story about the Settlement of Northwestern Mexico (optional)

(If this story is read to/by the class it is suggested that you draw a family tree to avoid confusion about relationships.)

Juan was walking with his father to the far cornfield on a hot summer day. He had a question that had been bothering him for some time and felt that now was the time to ask his father.

“Father, why did your grandfather come to this hot dry place? You told us that when he left Spain to come to the New World he didn’t know how much he would miss the green trees and fields of Spain.”

Juan’s father didn’t know exactly what Juan wanted to know but he guessed that this was the time to tell him about how things really were in Spain when his grandfather first came to the New World.

“When my Grandfather came to the New World in 1702 things were not very good in Spain. There was a new King in Spain and he was looking for soldiers to help him with his enemies. The King was worried about other countries trying to take over his lands here in the New World. The King looked for soldiers to send here so that he could protect this land. Your Grandfather was young and he thought it would be a great adventure. His parents were poor and perhaps he could find gold or silver and become a very wealthy man.”

“I don’t see any gold or silver here!” said Juan.

“No, but at first there was lots of silver and many people did become rich. The soldiers had a hard time trying to protect those people from robbers and Indians. Your Grandfather was a soldier. Most soldiers did not become rich.”

Juan was not satisfied with this answer so he continued to ask his father more questions.

“Why didn’t Grandfather become rich?”

“The place to which his unit of soldiers was sent had no silver. After a while he got very lonely and met my Grandmother and decided that he would marry and settle down as a farmer.”

“What was his wife like?” continued Juan.

“She was a Pima Indian who had come to the mission at San Xavier Bac. She had learned from the missionaries how to do the things that Spanish people thought were important and she was a good wife to my Grandfather. They had six children but only two lived to be adults. My father and your Great Aunt Maria.”

“What happened to Great Aunt Maria?”

“You are full of questions today”, answered his father. “She fell in love with the pueblo’s blacksmith. He was a very strong man who had come as a slave to the New World from Africa. Because he was so good at his craft he eventually earned his freedom. They were married and moved to a new presidio called Tubac where he was an important man because of his skill.”

“Did they have children?”

“I’m not sure since neither of them could write and we never heard from them again.”

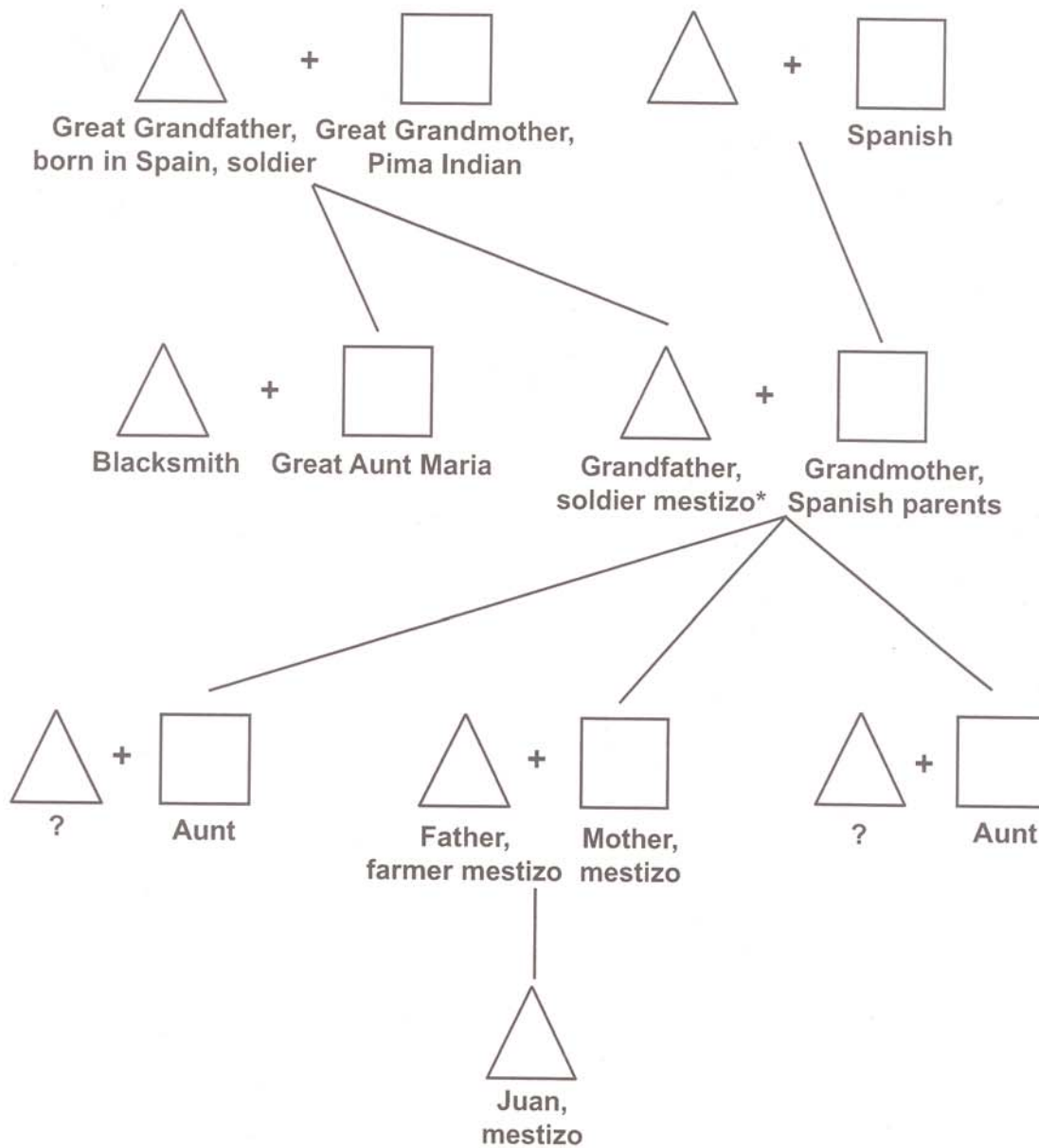
“Why did your father stay here instead of moving away?”

Father looked sad. “He was a soldier, you know. He never got the chance to move. After he married and they had three children he was killed by an Indian raid while he was protecting the soldiers’ herd of horses.”

“I know that my Grandmother is always sad when I ask her questions about him,” said Juan.

*“My sisters and I had to grow up fast to be of help to your Grandmother. We worked on this little farm and did the best that we could. After I fell in love with your mother and we were married my sisters married also. But this area of New Spain is not a good place for farming. Perhaps someday I’ll have the opportunity to move to another place that might remind us of the stories my Grandfather used to tell us about Spain. I will then take my family there so that they can have a better life. What would you think about that Juan?”.*³²

Juan's Family Tree



*mestizo, mixed race

Lesson of How the Sample Trek Should Work

Preparation:

Without students noticing, place one practice card in each corner of the room in A B C D order . Write A B C D on the board as if each letter is the corner of a box with no lines. Explain that the class will be taking a simulated trek from the Colorado River to the San Gabriel Mission. In order to do this the class will be divided into three groups and each group will have a leader: Font, Moraga, and Grijalva. The leader will select a scout to find the trail.

For this sample trek Anza (you,the teacher) is the leader and _____(teacher 's selection of a student) is the scout. Hand the scout the first card and instruct him/her to find it in a corner and then come back to tell you where it is (do not bring the card).(card "C ")

When scout returns teacher and scout go to card "C." Have the scout read the problem on card "C." Ask class how they think that problem could be solved.

Have the scout go to the next card as directed on the bottom of card "C."

Scout returns to Anza after he/she finds it and tells Anza where it is. Draw a line on the board from "C "to "A." Anza and scout go to area "A "and read the problem. Repeat the process as above until all four corners have been visited.

Connect the last letter with "C." The lines should resemble an hourglass on its side.

A. B.

D. C.

Note:

Sample Trek cards included..34

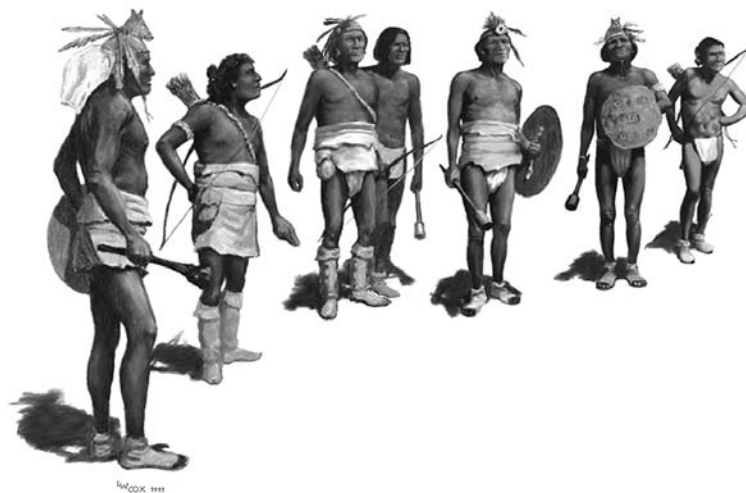
Day 3 Summary

Crossing the Colorado Desert from the Colorado River to the distant mountains was going to be the most challenging part of the entire expedition. Immense sand dunes blocked the route directly west of the Yuma community on the river. Anza had planned a route that would take them south into what is now Baja California to avoid crossing the sand dunes. There, a couple of small springs, water from recent storms, and a little bit of luck might be enough to allow the passage of the expedition.

Although the desert is typically very hot, when Anza arrived in December, it was freezing cold. Fierce winds and driving snow awaited the settlers as they made the final drive across the desert. They eventually arrived at the base of the mountains that would take them out of the desert and to the new mission at San Gabriel. Cold and weary, they were grateful to be alive.

After resting up and allowing the animals to graze on whatever grass they could find, the expedition headed up Coyote Canyon and out of the desert. As they climbed higher and higher into the mountains, mesquite, cactus, and cat's claw gave way to grass, sage, and eventually trees. Having spent so many months crossing the desert, the sight of oak forests, flowers, and grasses was a welcome change.

At the San Gabriel Mission, the expedition found a thriving community of Indians living at the mission site. Well-tended fields, fattened cattle, and some basic structures as well as a church graced the site. As the expedition rejoiced at the opportunity to rest, Anza was alarmed to hear that the native community at the San Diego Mission had revolted, burning down many of the structures and killing the priest. Anza quickly assembled a group of his soldiers and father Font to accompany him south to help protect what remained of the mission site and presidio. It would be over a month until he returned to San Gabriel. While he was gone, the settlers adapted to living at a remote Spanish settlement on the edge of the empire. It would be good preparation for their new life in San Francisco.



Day Three practice problem cards.

Cut questions into strips and place at locations around room.

"A" PROBLEM: Our room is out of paper. How can you get your work gone?

Go to "B"

"B" PROBLEM: The fire alarm bell is ringing and you are in the office. What should you do?

Go to "D"

"C" Problem: You have forgotten your lunch money. What should you do?

Go to "A"

"D" Problem: It ahs gotten cold today and you didn't bring a sweater. It is recess and you have to leave the room. What should you do?

Go to "C"